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ABSTRACT

This is a followup survey of the 1964 graduation classes of two high schools from the Salinas Union High School District. The survey starts with a classification of the sex, ethnic/racial composition, four-year grade-point-average, derived I.Q. and programs, followed by a statistical description of the 1964 graduating class. Following is a general description of the occupational activities of the graduates as of May 1975, with analyses of activities by grade-point-average, sex, derived I.Q. The educational careers of the 1964 graduates are described in detail and analyzed according to the aforementioned variables. Ranking by the graduates of the five most serious problems with which their community high schools must deal are reported. The survey concludes with an appendix which classifies the graduating classes of 1968 to 1975 in a way similar to that for the 1964 class. (SE)

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THE 1964 GRADUATION CLASS REVISITED: 1975

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SALINAS UNION HIGH SCHOOL DISTRICT

CG 010 450

THE 1964 GRADUATION CLASS REVISITED: 1975

A SURVEY OF EDUCATIONAL AND OCCUPATIONAL ACCOMPLISHMENTS DURING THE ELEVEN-YEAR INTERVAL

SALINAS UNION HIGH SCHOOL DISTRICT

JULY, 1975

THE 1964 GRADUATION CLASS REVISITED: 1975

DR. LAWRENCE M. LeKANDER
SUPERINTENDENT OF SCHOOLS
AND
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Acknowledgement must also be given to the respondents, members of the 1964 Graduation Class. Over 90% of the number of questionnaires needed to validate this study were returned completed! Whatever merits may follow from this study in truth belong to this group of men and women who were willing to care.

Finally, I would like to acknowledge my part-time secretary, Mrs. Maria Oliveira, who has managed to salvage from my rough, handwritten notes and tables and to compose for the printed page all that follows.

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PROLOGUE

This follow-up study is one of a series of such studies begun with the 1970 graduation class. The current series was preceded during the 1960's by four studies, which were essentially unrelated. The present series is beginning to approach a sufficient accumulation of longitudinal data about graduation classes to provide a valid basis for integrative research. A brief catalog of our studies follows:

Graduation Class	Year Surveyed	Number of Schools	Available Descriptive Variables
1970	1971	3	Ethnic/Racial, sex, grade point average, college attendance, and work status
1970	1972	3	Sex, college attendance, dropout rate, geographic location, work status, and occupation
1971	1972	5 (includes 2 parochial high schools)	Sex, college attendance, work status, and geographic location
1972	1973	3	Sex, grade point average, ethnic/racial, high school program, college attendance, work status, and industrial and occupational status

Graduation Class	Year Surveyed	Number of Schools	Available Descriptive Variables
1973 and 1969	1974	6	Sex, grade point average, ethnic/racial, high school program, college attendance, work status, and industrial and occupational status
1964	1975	2	Sex, grade point average, I.Q., educational and occupational accomplishments during 11-year interval, etc.

"The decency of a society, it is said, can be measured by its criminal laws. In a crude society, the purpose of those laws is to secure order. In a civilized society, the purpose is to secure order and freedom fairly. It is only in the past couple of decades that the crucial idea of fairness has been seriously applied as a test of the American system of criminal justice. Of course, law is not the only instrument of justice, nor is it the most effective one. Tradition, regard for others, religious belief, education, habit, moral leadership, public opinion -- these do more to create and preserve justice in a nation than all its laws together."

Richard Harris
"Reflections"
The New Yorker magazine
June 10, 1974

"To us, all life is a series of accidents, to be met with by improvisations. To them, all life is purposive and should be met with precalculation."

Isaac Asimov
The Foundation Trilogy
Volume 3
Second Foundation
1974

PART I

PRELIMINARIES

DESCRIPTION OF THE GRADUATING CLASS OF 1964

(Note: Categorical comparison with more recently graduated classes will be found in Appendix A.)

A. Classification By Sex

Reported below and hereafter by high school with district summation in number of persons and (percent) of class.

	North Salinas	Salinas	District	
Females	171 (53.6)	198 (53.0)	369 (53.3)	N %
Males	148 (46.4)	175 (47.0)	323 (46.7)	
Total % of Graduating Class	319 (46.1)	373 (53.9)	692 (100)	N %

Inspection of this class's gross enrollment (attendance report R30) as both a tenth grade class (1961-62) and an eleventh grade class (1962-63) reveals a substantial membership attrition from those grades to graduation. A clear record of dropping out is not implied.

1961-62 (10th grade)

	North Salinas	Salinas	District	
Females	245 (52.6)	253 (53.0)	498 (52.8)	N %
Males	221 (47.4)	224 (47.0)	445 (47.2)	
Total % of District Class	466 (49.4)	477 (50.6)	943 (100)	N %

1962-63 (11th grade)

	North Salinas	Salinas	District	
Females	218 (52.7)	234 (52.2)	452 (52.4)	N %
Males	196 (47.3)	214 (47.8)	410 (47.6)	
Total % of District Class	414 (48.0)	448 (52.0)	862 (100)	N %

This much seems clear--at least 26% of the 1961-62 tenth grade females did not graduate with their class in June, 1964, while at least 27½% of the males similarly did not. It should be noted that the rate of attrition was nearly uniform between sexes. This seems to suggest that whatever forces acted upon a student so that they were no longer a member of a class at a specific school, did not act to the disadvantage of one sex.

B. Classification By Ethnic/Racial Composition

	North Salinas	Salinas	District	
American Asian	7 (2.2)	13 (3.5)	20 (2.9)	N %
American Indian	-	-	-	
Black	2 (0.6)	2 (0.5)	4 (0.6)	
Filipino	16 (5)	13 (3.5)	29 (4.2)	
Spanish Surname	44 (13.8)	31 (8.3)	75 (10.8)	
All Others	250 (78.4)	314 (84.2)	564 (81.5)	
Total	319 (100)	373 (100)	692 (100)	N %

Majority/Minority Proportions

	North Salinas	Salinas	District	
Majority	250	314	564	N
	(78.4)	(84.2)	(81.5)	%
Minority	69	59	128	
	(21.6)	(15.8)	(18.5)	

C. Classification By Four-Year Grade Point Average By Sex

(Scale: A = 4, B = 3, C = 2, D = 1, F = 0)

	FEMALES				MALES			
	North Salinas	Salinas	District		North Salinas	Salinas	District	
0.01 - 1.99	55 (32.2)	51 (25.8)	106 (28.7)	N %	58 (39.2)	61 (34.9)	119 (36.8)	N %
2.00 - 2.99	91 (53.2)	119 (60.1)	210 (56.9)		79 (53.4)	96 (54.9)	175 (54.2)	
3.00 - 4.00	25 (14.6)	28 (14.1)	53 (14.4)		11 (7.4)	18 (10.2)	29 (9.0)	
Total	171 (100)	198 (100)	369 (100)		148 (100)	175 (100)	323 (100)	

As a group, females typically maintain higher grade point averages than males over the four-year high school period. As females mature more rapidly than males until age 16, the higher four-year grade point average may reflect an even larger advantage in grades 9 and 10.

D. Classification By High School Program

(Note: As a classification variable, high school program is not as strong a category as sex or grade point average. Required courses and joint electives provide substantial democratization of all programs.)

(1) General Classification

	North Salinas	Salinas	District	
College Preparatory	100	126	226	N
	(31)	(33.8)	(32.7)	%
General Program	83	119	202	
	(26)	(31.9)	(29.2)	
Vocational Preparatory	136	128	264	
	(43)	(34.3)	(38.2)	
Total	319	373	692	
	(100)	(100)	(100)	

(2) Classification By Sex

	FEMALES				MALES			
	North Salinas	Salinas	District		North Salinas	Salinas	District	
College Preparatory	38 (22.2)	55 (27.8)	93 (25.2)	N %	63 (42.6)	70 (40)	133 (41.2)	N %
General Program	37 (21.6)	54 (27.3)	91 (24.7)		47 (31.8)	64 (36.6)	111 (34.4)	
Vocational Preparatory	96 (56.2)	89 (44.9)	185 (50.1)		38 (25.7)	41 (23.4)	79 (24.4)	
Total	171 (100)	198 (100)	369 (100)		148 (100)	175 (100)	323 (100)	

It is not the programs that are separating the sexes, but the sexes that are separating the programs. One-half of the females completed vocational programs, particularly for clerical-secretarial occupations. No such clear educational-occupational (subsequent) linkage exists for males.

E. Classification Of Graduates By California Test Of Mental Maturity

(Date of testing: Fall semester 1962)

Derived I.Q.	North Salinas	Salinas	District	
89 or less	59	51	110	N
	(18.5)	(13.7)	(15.9)	%
From 90 to 109	193	208	401	
	(60.5)	(55.8)	(57.9)	
110 and over	67	114	181	
	(21)	(30.5)	(26.2)	
Total	319	373	692	
	(100)	(100)	(100)	

F. Classification Of Graduates By Program, Derived I.Q., and Sex

NORTH SALINAS

	Female High School Program					Male High School Program				
Derived I.Q. Group	College Prep	General Program	Vocational Prep	Total		College Prep	General Program	Vocational Prep	Total	
89 or less	-	15 (48.4)	16 (51.6)	31 (100)	READ % ⟶	3 (10.7)	12 (42.9)	13 (46.4)	28 (100)	N %
From 90 to 109	14 (13.5)	19 (18.3)	71 (68.2)	104 (100)		31 (34.8)	33 (37.0)	25 (28.2)	89 (100)	
110 and up	24 (66.7)	3 (8.3)	9 (25)	36 (100)		29 (93.5)	2 (6.5)	-	31 (100)	
Total	38	37	96			63	47	38		

SALINAS

	Female High School Program					Male High School Program				
Derived I.Q. Group	College Prep	General Program	Vocational Prep	Total		College Prep	General Program	Vocational Prep	Total	
89 or less	-	9 (34.6)	17 (65.4)	26 (100)	READ % ⟶	-	14 (56)	11 (44)	25 (100)	N %
From 90 to 109	19 (16.4)	37 (31.9)	60 (51.7)	116 (100)		24 (26)	45 (48.9)	23 (25.1)	92 (100)	
110 and up	36 (64.3)	8 (14.3)	12 (21.4)	56 (100)		46 (79.3)	5 (8.7)	7 (12)	58 (100)	
Total	55	54	89			70	64	41		

When high school program, derived I.Q., and the graduates' sex are combined for analysis, it is quite clear that differences within the same sex are much less than differences between opposite sexes, even when different schools are added to the equation. Scholastic performance, choice of classes in preparation for future career goals, where this is done deliberately, are influenced by today's cultural stereotypes or models for adolescents. The students' sex and ability are very important and delimit options of preparation available to them. A case in point is the vocational preparation program. If all things were equal, it would be expected that the number of middle group I.Q. males and females completing vocational programs would be similar, but they are not. Middle group females outnumber males about 3 to 1 in vocational programs! Many more females than males are prepared scholastically to enter the world of work at graduation.

G. Classification Of Graduates By Grade Point Average, Derived I.Q., and Sex:

NORTH SALINAS

	Female G.P.A. Group *					Male G.P.A. Group *				
Derived I.Q. Group	1	2	3	Total		1	2	3	Total	
89 or less	22 (71)	9 (29)	-	31 (100)	READ % →	18 (64.3)	10 (35.7)	-	28 (100)	N %
From 90 to 109	33 (31.7)	61 (58.6)	10 (9.7)	104 (100)		36 (42.7)	46 (51.7)	5 (5.6)	89 (100)	
110 and up	-	21 (58.3)	15 (41.7)	36 (100)		2 (6.5)	23 (71.2)	6 (22.3)	31 (100)	
Total	55	91	25			58	79	11		

SALINAS

	Female G.P.A. Group *					Male G.P.A. Group *				
Derived I.Q. Group	1	2	3	Total		1	2	3	Total	
89 or less	15 (57.7)	11 (42.3)	-	26 (100)	READ % →	16 (64)	9 (36)	-	25 (100)	N %
From 90 to 109	34 (29.3)	74 (63.8)	8 (6.9)	116 (100)		36 (39.1)	55 (59.8)	1 (1.1)	92 (100)	
110 and up	2 (3.6)	34 (60.7)	20 (35.7)	56 (100)		9 (15.5)	32 (55.2)	17 (29.3)	58 (100)	
Total	51	119	28			61	96	18		

*(Group 1: 0.01 - 1.99; Group 2: 2.00 - 2.99; Group 3: 3.00 - 4.00)

In a general way, it appears that intelligence and four-year grade point average are related. These relationships seem to work vertically, with some degree of regularity, but only for the low and high grade point average groups. Perhaps the irregular relationships within the middle grade point average groups can be resolved by combining middle and high grade point average proportions; then regularity returns as expected.

H. Classification Of Graduates By Grade Point Average, Program, and Sex

NORTH SALINAS

	Female G.P.A. Group *					Male G.P.A. Group *				
Program	1	2	3	Total		1	2	3	Total	
College Preparatory	-	20 (52.6)	18 (47.4)	38 (100)	READ % →	7 (11.1)	46 (73)	10 (15.9)	63 (100)	N %
General Program	18 (48.6)	17 (45.9)	2 (5.5)	37 (100)		27 (57.4)	19 (40.4)	1 (2.2)	47 (100)	
Vocational Preparatory	37 (38.5)	54 (56.2)	5 (5.3)	96 (100)		24 (63.2)	14 (36.8)	-	38 (100)	
Total	55	91	25	171		58	79	11		

SALINAS

	Female G.P.A. Group *					Male G.P.A. Group *				
Program	1	2	3	Total		1	2	3	Total	
College Preparatory	2 (3.7)	30 (54.5)	23 (41.8)	55 (100)	READ % →	4 (5.7)	49 (70)	17 (24.3)	70 (100)	N %
General Program	18 (33.3)	35 (64.8)	1 (1.9)	54 (100)		36 (56.3)	28 (43.7)	-	64 (100)	
Vocational Preparatory	31 (34.8)	54 (60.7)	4 (4.5)	89 (100)		21 (51.2)	19 (46.3)	1 (2.5)	41 (100)	
Total	51	119	28			61	96	18		

*(Group 1: 0.01 - 1.99; Group 2: 2.00 - 2.99; Group 3: 3.00 - 4.00)

Generally speaking, consideration of the tables in Sections F, G, and H demonstrate that the curriculum of Salinas' high schools in 1964 served best the interests and aptitudes of students with goal-directed behavior and above average mental ability. Since that time, and chiefly through state educational legislation such as the late state Senator George Miller, Jr.'s Senate Bill 1, school districts have been granted much greater authority to establish and determine their own curricula. The effective implementation of that authority is witnessed in part by a profound change in grade point average distributions (see Appendix A).

I. Number Of Years 9 Through 12 Attendance Prior To Graduation

Number of Years	North Salinas	Salinas	District	
1	-	1	1	N
		(0.3)	(0.1)	%
2	16	28	44	
	(5)	(7.5)	(6.4)	
3	30	22	52	
	(9.4)	(5.9)	(7.5)	
4	273	322	595	
	(85.6)	(86.3)	(86.0)	
Total %	319	373	692	
	(100)	(100)	(100)	

The comparable figures for the classes of 1969 and 1973 are listed below:

Number of Years	Class of 1969	Class of 1973	
1	24	49	N
	(2)	(4)	%
2	42	56	
	(4)	(5)	
3	63	82	
	(6)	(7)	
4	933	981	
	(88)	(84)	

J. Graduating Class, Size Of Survey Sample, and Response

	North Salinas	Salinas	District
Number in Graduating Class	319	373	692
Number in Survey Sample (oversample excluded)	105	110	215
Number of Returns Needed to Validate Study	84	88	172
Number of Written Questionnaires Returned	86	115	201
Number of Telephone Interviews	18	6	24
Total Return	104	121	225
Rate of Response (%)	99	110	104.7

The derived I.Q. and grade point average matrix research design was selected for use with the stratified, systematic random sampling technique. Other research designs were constructed and inspected for overall population distribution pattern, such as ethnic/racial groups and grade point average, sex and high school program, etc. It had been determined from earlier follow-up studies that four-year grade point average was strongly related to subsequent activity over the near term; therefore, it, and its three subgroups were retained as one side of the matrix. An I.Q. score derived from the

California Test of Mental Maturity administered when the class were sophomores was selected as the other variable because the pattern it produced in matrix arrangement appeared to make intuitive sense. This matrix looks like:

FEMALES

G.P.A. Group

	1	2	3
89 or less			
From 90 to 109			
110 and up			

In toto, the graduation class was categorized into 36 intersecting cells: 9 cells for each sex at each school. Not only did the sample fit the total graduation class, but it fit each cell as well. The study was validated not only in the total school return requirement but also in the validation requirement for each cell.

PART II

NOTES ON THE INTERPRETATION OF THE STATISTICS THAT FOLLOW

NOTES ON THE INTERPRETATION OF THE STATISTICS THAT FOLLOW

1. In some sections that follow, such as Graduates' Educational and Occupational Activities, where more than one activity was reported by a respondent, minor statistical discrepancies have been introduced by compression of mutually exclusive categories into non-exclusive categories. For example, a person who reported working full time and attending college part time is counted under IN COLLEGE PART TIME, IN COLLEGE AND WORKING, and WORKING FULL TIME. Therefore, the number of persons and proportions of a group that appear opposite a category should both be interpreted as approximations.

2. In many instances hereafter, percentages have been rounded off to the nearest whole number. This process of simplification also has introduced small statistical distortions.

3. The derived I.Q. variable used in this study is the least valid of the personal characteristics on several grounds. First, because it is a derived score; that is, a mental maturity test score is transformed into an equivalent I.Q. score. However, the correlation between scores is not perfect. By practical analogy, changing a dollar bill into coins sometimes would result in a sum of 100 cents and sometimes not. Secondly, the California Test of Mental Maturity is administered to a group of individuals at the same time. Test scores resulting from group administrations

are less valid than test scores resulting from testing one individual at a time. Despite these limitations, derived I.Q. scores are useful approximations.

4. (Source: "Design of the Sample" in the Fifth Annual Gallup Poll of Public Attitudes Toward Education by George Gallup, Phi Delta Kappan, September, 1973, pages 50-51)

"In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error; that is, the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of (questionnaires)."

"The following (table) may be used in estimating the sampling error of any percentage in this report. . . . They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary, 95% of the time, assuming the same sampling procedure and the same questionnaire."

Percentages near	% Error (+ or -)
10%	5
20	7
30	8
40	8
50	8
60	8
70	8
80	7
90	5

For example, if 30% of the graduation class are reported as earning a two-year college degree, or its equivalent, the statistic is subject to a sampling error of plus or minus 8%. In 95 out of 100 cases, repeated sampling would produce results between 22% and 38%, with the most likely statistic being 30%.

"The political-public-policy process is such that, once a program of respectable size and political prescription is mounted, it is extremely difficult to change its course even if there is mounting evidence that its cost or its harmful effects far exceed its benefits. When the policies involve ideological issues, they may rather quickly pass through a process of "social validation" and acquire a life of their own, divorced from empirical validation or refutation."

Dr. Franklyn N. Arnhoff
Professor of Psychology
University of Virginia
School of Medicine
"Social Consequences of
Policy Toward Mental
Illness"
Science magazine
Volume 188, Number 4195
June 27, 1975

PART III

THE STUDY

GRADUATES' EDUCATIONAL AND OCCUPATIONAL ACTIVITIES AS OF MAY, 1975

A. Activities By Sex and School

	FEMALES				**MALES**			
	North Salinas	Salinas	District		North Salinas	Salinas	District	
In college full time	-	2 (1)	2 (1)	N %	6 (4)	9 (5)	15 (5)	N %
In college part time	7 (4)	14 (7)	21 (6)		15 (10)	16 (9)	31 (9)	
In college and working	-	12 (6)	12 (3)		10 (7)	21 (12)	31 (10)	
Working full time	41 (24)	52 (26)	93 (25)		101 (68)	109 (62)	210 (65)	
Working part time	48 (28)	26 (13)	74 (19)		4 (3)	9 (5)	13 (4)	
Working, but looking for a better job	2 (1)	8 (4)	10 (3)		9 (6)	7 (4)	16 (5)	
Unemployed	-	4 (2)	4 (1)		2 (1)	7 (4)	9 (3)	
Homemaker	74 (43)	83 (42)	157 (42)		-	-	-	
Armed forces	-	-	-		-	-	-	
Total Persons %	171 (100)	198 (100)	369 (100)		148 (100)	175 (100)	323 (100)	

The majority of those attending college are doing so after earning a bachelor's degree. At a point in time, eleven years after graduation from high school, the activity of college attendance is more characteristic of men than women.

In last year's follow up of the class of 1969, five years later, 24% of its female numbers were housewives. Of the women members of the class of 1964, 42.4% are homemakers. Many of these homemakers are raising children and working part time. When the homemaker portion is added to women who are employed full time, there is little difference between the full-time employment of men and women.

The variable of sex does not reveal other major differences in the class of 1964's activities.

A.1 Cross-Sectional Comparison Of Graduating Classes 1, 5, and 11 Years After Graduation

	Class of 1973 (1 year later-1974)	Class of 1969 (5 years later-1974)	Class of 1964 (11 years later-1975)	
In college full time	583 (50)	179 (17)	17 (2)	N %
In college part time	128 (11)	89 (8)	52 (8)	
In college and working	383 (33)	134 (13)	43 (6)	
Working full time	309 (26)	570 (54)	303 (44)	
Working part time	390 (33)	117 (11)	87 (13)	
Unemployed or no activity	81 (7)	49 (5)	13 (2)	
Homemaker	23 (2)	132 (12)	157 (23)	
Armed forces	50 (4)	57 (5)	-	
Total Persons	1,170	1,062	692	

ANALYSIS

1. Full-time college enrollment will reach a minimal role between the 11th and 15th year after graduation from high school.

2. Part-time college enrollment may continue between a 5% to 15% level for an extended period. The two major thrusts behind this activity are job advancement or improvement and renewal of professional training. By the tenth year after graduation, part-time college attendance usually accompanies full-time work.

3. Full-time work peaks for the class around the fifth year. Between the fifth and tenth year, women begin to leave the work force to begin raising families. Many women wrote they had worked full time until the last year or two.

4. Part-time employment by the tenth year is important to men as a source of a second income and to homemakers who are raising young children but manage to fit in up to 30 hours per week on a part-time job.

5. Homemaker becomes an increasingly important activity with passage of time. Our studies indicate that many couples are postponing beginning their families until their late twenties.

6. Although questionnaires were sent to members of the Armed Forces, none were returned. It appears probably that 1% or 2% of the class are serving enlistments or commissions.

B. Analysis Of Activities By Grade Point Average and Sex

	FEMALES				MALES			
	0.01-1.99	2.00-2.99	3.00-4.00		0.01-1.99	2.00-2.99	3.00-4.00	
In college full time	-	-	-	N %	5 (4)	11 (6)	2 (6)	N %
In college part time	5 (5)	17 (8)	3 (5)		7 (6)	16 (9)	2 (6)	
In college and working	3 (3)	13 (6)	3 (5)		10 (8)	23 (13)	4 (12)	
Working full time	14 (13)	55 (26)	20 (37)		86 (72)	98 (56)	20 (69)	
Working part time	16 (15)	42 (20)	9 (16)		7 (6)	12 (7)	-	
Working, but looking for a better job	3 (3)	4 (2)	-		2 (2)	12 (7)	-	
Unemployed	3 (3)	2 (1)	3 (5)		2 (2)	4 (2)	2 (6)	
Homemaker	64 (60)	78 (37)	17 (32)		-	-	-	
Total Persons %	106 (100)	210 (100)	53 (100)		119 (100)	175 (100)	29 (100)	

COMMENTS

Females

1. The proportion of women who work full time increases directly with increase in four-year high school grade point average (directly proportional).

2. The proportion of homemakers decreases with increase in four-year high school grade point average (inversely proportional).

The curricular implications for high schools appear to be greater emphasis on career education for middle and high grade point average females and greater emphasis on homemaking, child and family care, and other domestic arts for lower grade point average females.

Males

1. It is paradoxical that three females for every male receive vocational preparation! It is quite clear that eleven years after graduation males are the main breadwinners.

2. It is also remarkable that proportion of college attendance apparently is unrelated to high school grade point average.

High school curricular implications--

Inspection of last year's (1974) VEA Form 48 demonstrates that the 1964 vocational preparation ratio of 3:1 in favor of women still exists.

A special emphasis on career education for males regardless of grade point average or high school curriculum ought to be carefully considered. More will be recommended in later sections.

C. Analysis Of Activities By Derived I.Q. Group and Sex

	FEMALES				MALES			
	89 and less	From 90 to 109	110 and up		89 and less	From 90 to 109	110 and up	
In college full time	-	-	-	N %	-	11 (6)	4 (5)	N %
In college part time	4 (7)	18 (8)	5 (5)		9 (17)	13 (7)	7 (8)	
In college and working	2 (3)	9 (4)	5 (5)		7 (13)	20 (11)	9 (10)	
Working full time	10 (17)	42 (19)	36 (39)		33 (63)	110 (61)	60 (67)	
Working part time	12 (21)	48 (22)	13 (14)		2 (4)	15 (8)	4 (5)	
Working, but looking for a better job	4 (7)	2 (1)	5 (5)		-	13 (7)	-	
Unemployed	-	4 (2)	-		2 (4)	2 (1)	4 (5)	
Homemaker	27 (48)	97 (44)	31 (34)		-	-	-	
Total Persons %	57 (100)	220 (100)	92 (100)		53 (100)	181 (100)	89 (100)	

COMMENTS

Females

1. Sorting the activities of females by I.Q. group demonstrates that I.Q. is related to full-time employment in the same manner that four-year high school grade point average; that is, directly proportional--the rate increases with increase of I.Q. group.

2. The homemaker activity is not strongly associated with I.Q., but this activity is strongly associated with grade point average.

3. I.Q. and grade point average are not strongly related. The evidence: There were 92 young women with I.Q.'s over 109 and 53 who earned a grade point average of B or better (3.00). There were 57 with I.Q.'s less than 90 and 106 with grade point averages less than a C (2.00). For males, the comparison is even more drastic: There were 89 males with I.Q.'s greater than 109 but only 29 with grade point averages of B or better (3.00). There were 53 males in I.Q.'s lower than 90 but 119 with grade point averages less than a C (2.00).

Males

1. Sorting the activities of males by I.Q. does not appear to develop a difference in pattern as it did for females.

D. Full- and Part-Time Employment

EXAMPLES OF GROUPS WITHIN MAJOR INDUSTRIES

Agriculture

Crop or livestock production, services to assist with production

Construction

Building and other than building construction

Finance, Insurance, Real Estate

Banking, credit agencies, insurance, real estate offices, and investment services

Government

General government offices, public order and safety offices, and human resource agencies

Manufacturing

Food and kindred products, wood products, printing and publishing, building and building material products, metal products, machinery and transportation equipment, electrical and electronic products, and measuring equipment

Transportation/Communication

Public transportation, motor freight transportation and warehousing, pipe lines, U.S. Postal Service, electric, gas, and sanitary services, all forms of communication

Wholesale/Retail Merchandising

Wholesale trade (durable and non-durable goods), building materials, general merchandise stores, food stores, automotive dealers and service stations, apparrel, furniture, home furnishing and equipment stores, and eating and drinking places

Services

Hotels and other lodging places, personal services, business services, automotive repair and services, repair services, amusement and and recreation services, health, legal, education, and social services, membership organizations, and private household work

(1) By Business Or Industry and By Sex

	FEMALES			**MALES**			
	Full Time	Part Time		Full Time	Part Time	District Total	
Agriculture	-	2 (3)	N %	18 (9)	-	20 (5)	N %
Construction	2 (2)	4 (6)		10 (5)	-	16 (4)	
Finance, Insurance, Real Estate	8 (9)	4 (6)		8 (4)	4 (17)	24 (6)	
Government	8 (9)	2 (3)		16 (8)	4 (17)	30 (8)	
Manufacturing	18 (20)	2 (3)		37 (18)	-	57 (15)	
Transportation/ Communication	8 (9)	-		37 (18)	-	45 (12)	
Wholesale/Retail Merchandising	6 (7)	13 (18)		35 (17)	-	54 (14)	
Services	39 (44)	45 (62)		41 (20)	15 (66)	140 (36)	
Total	88	73		203	22	386 (100)	

(2) Comparison Of Employment Distribution Within Industries Of Three Graduating Classes and the General Labor Force Distribution (1970 Census)

Industry	Class of 1973 (1 year later-1974)	Class of 1969 (5 years later-1974)	Class of 1964 (11 years later-1975)	Salinas General Labor Force (1970)	
Agriculture	29 (4)	33 (5)	20 (5)	2,737 (12)	N %
Construction	31 (4)	82 (12)	16 (4)	1,054 (5)	
Finance, Insurance, Real Estate	34 (5)	60 (9)	24 (6)	921 (4)	
Government	75 (11)	98 (14)	30 (8)	1,479 (6)	
Manufacturing	66 (9)	65 (9)	57 (15)	3,569 (16)	
Transportation/ Communication	41 (6)	77 (11)	45 (12)	1,338 (6)	
Wholesale/Retail Merchandising	315 (45)	131 (19)	54 (14)	5,858 (26)	
Services	33 (11)	130 (19)	140 (36)	4,203 (18)	
Total %	703 (100)	687 (100)	386 (100)	22,830 (100)	

ANALYSIS

Agriculture

Agricultural production does not appear to require or use large numbers of persons with a moderate educational attainment (high school diploma).

Construction

The uncertainty of steady employment in this industry may act to curtail the proportion of workers in the industry as married workers begin to raise families.

Finance, Insurance, Real Estate

This industry appears to be quite steady.

Government

County offices are the most significant employers by number.

Manufacturing

Workers in this industry often had moved out of Salinas and work in the assembly plants in Santa Clara and Southern Alameda counties.

Transportation/Communication

Truck driving route salesmen, PG&E and telephone companies, and postal carriers make up this industry.

Wholesale/Retail Merchandising

Employment in this industry is very important during the high school years and for the next few years after graduation but declines in importance thereafter.

Services

The importance of this industry as a source of employment increases with each year after graduation from high school. By the eleventh year after graduation, it is the most significant employment industry, where 3.5 out of every 10 are employed.

FULL- AND PART-TIME EMPLOYMENT BY OCCUPATION AND SEX

	Females				Males			
	Full Time		Part Time		Full Time		Part Time	
	N	%	N	%	N	%	N	%
PROFESSIONAL, TECHNICAL, AND RELATED	29	(33)	22	(31)	39	(19)	11	(50)
Engineers	-	-	-	-	4	(2)	4	(18)
Medical and Health Workers	4	(4)	-	-	2	(1)	-	-
Teachers, Elementary and Secondary Schools	18	(21)	10	(14)	4	(2)	4	(18)
Other Professional Workers	7	(8)	12	(17)	29	(14)	3	(14)
NON-FARM MANAGERS AND ADMINISTRATORS	11	(13)	2	(3)	39	(19)	-	-
Salaried	11	(13)	-	-	22	(11)	-	-
Self-Employed	-	-	2	(3)	17	(8)	-	-
SALES WORKERS	-	-	12	(17)	14	(7)	-	-
Retail Stores	-	-	10	(14)	-	-	-	-
Other Sales Workers	-	-	2	(3)	14	(7)	-	-
CLERICAL WORKERS	31	(36)	17	(24)	4	(2)	4	(17)
Secretaries, Stenographers, and Typists	9	(10)	7	(10)	-	-	-	-
Other Clerical Workers	22	(25)	10	(14)	4	(2)	4	(17)

	Females				Males			
	Full Time		Part Time		Full Time		Part Time	
	N	%	N	%	N	%	N	%
CRAFTSMEN, FOREMEN, AND RELATED	-	-	-	-	51	(25)	4	(17)
Construction Craftsmen	-	-	-	-	8	(4)	-	-
Mechanics and Repairmen	-	-	-	-	2	(1)	4	(17)
Machinist and Other Metal Craftsmen	-	-	-	-	8	(4)	-	-
Other Craftsmen	-	-	-	-	33	(16)	-	-
OPERATIVES, EXCEPT TRANSPORT	9	(10)	2	(3)	12	(6)	-	-
Durable Goods Manufacturing	5	(6)	-	-	4	(2)	-	-
Non-Durable Goods Manufacturing	-	-	-	-	6	(3)	-	-
Non-Manufacturing	4	(4)	2	(3)	2	(1)	-	-
TRANSPORT EQUIPMENT OPERATIVES	-	-	2	(3)	4	(2)	-	-
NON-FARM LABORERS	-	-	-	-	4	(2)	-	-
SERVICE WORKERS EXCEPT PRIVATE HOUSEHOLD	7	(8)	15	(21)	20	(10)	3	(16)
Cleaning and Food Service Workers	2	(2)	-	-	-	-	-	-
Protective Service Workers	-	-	-	-	6	(3)	-	-

	Females				Males			
	Full Time		Part Time		Full Time		Part Time	
	N	%	N	%	N	%	N	%
Personal, Health, and Other Service Workers	5	(6)	15	(21)	14	(7)	3	(16)
WAREHOUSING	-	-	-	-	10	(5)	-	-
FARM WORKERS	-	-	-	-	4	(2)	-	-

EMPLOYMENT BY OCCUPATION, SEX, AND GRADE POINT AVERAGE GROUPS

FULL AND PART TIME COMBINED

	Females					
	0.01-1.99		2.00-2.99		3.00-4.00	
	N	%	N	%	N	%
PROFESSIONAL, TECHNICAL, AND RELATED	3	(9)	20	(21)	27	(92)
Engineers	-	-	-	-	-	-
Medical and Health Workers	-	-	-	-	2	(8)
Teachers, Elementary and Secondary Schools	3	(9)	16	(16)	13	(42)
Other Professional Workers	-	-	4	(5)	12	(42)
NON-FARM MANAGERS AND ADMINISTRATORS	-	-	11	(11)	-	-
Salaried	-	-	9	(9)	-	-
Self-Employed	-	-	2	(2)	-	-
SALES WORKERS	3	(9)	9	(9)	-	-
Retail Stores	-	-	5	(5)	-	-
Other Sales Workers	3	(9)	4	(4)	-	-
CLERICAL WORKERS	9	(27)	27	(28)	2	(8)
Secretaries, Stenographers, and Typists	3	(9)	11	(11)	2	(8)
Other Clerical Workers	6	(18)	16	(17)	-	-

	Females					
	0.01-1.99		2.00-2.99		3.00-4.00	
	N	%	N	%	N	%
CRAFTSMEN, FOREMEN, AND RELATED	3	(9)	5	(5)	-	-
Construction Craftsmen	-	-	-	-	-	-
Mechanics and Repairmen	-	-	-	-	-	-
Machinist and Other Metal Craftsmen	-	-	-	-	-	-
Other Craftsmen	3	(9)	5	(5)	-	-
OPERATIVES, EXCEPT TRANSPORT	3	(9)	4	(4)	-	-
Durable Goods Manufacturing	3	(9)	-	-	-	-
Non-Durable Goods Manufacturing	-	-	-	-	-	-
Non-Manufacturing	-	-	4	(4)	-	-
TRANSPORT EQUIPMENT OPERATIVES	-	-	2	(2)	-	-
NON-FARM LABORERS	-	-	2	(2)	-	-
SERVICE WORKERS EXCEPT PRIVATE HOUSEHOLD	11	(36)	18	(19)	-	-
Cleaning and Food Service Workers	3	(9)	2	(2)	-	-
Protective Service Workers	-	-	-	-	-	-
Personal, Health, and Other Service Workers	9	(27)	16	(17)	-	-
WAREHOUSING	-	-	-	-	-	-
FARM WORKERS	-	-	-	-	-	-
TOTALS	30		97		29	

EMPLOYMENT BY OCCUPATION, SEX, AND GRADE POINT AVERAGE GROUPS

FULL AND PART TIME COMBINED

	Males					
	0.01-1.99		2.00-2.99		3.00-4.00	
	N	%	N	%	N	%
PROFESSIONAL, TECHNICAL, AND RELATED	13	(14)	23	(21)	12	(58)
Engineers	-	-	2	(2)	2	(8)
Medical and Health Workers	-	-	4	(4)	-	-
Teachers, Elementary and Secondary Schools	3	(3)	4	(4)	-	-
Other Professional Workers	10	(11)	13	(11)	10	(50)
NON-FARM MANAGERS AND ADMINISTRATORS	13	(14)	28	(25)	5	(25)
Salaried	7	(8)	20	(18)	4	(17)
Self-Employed	6	(6)	8	(7)	1	(8)
SALES WORKERS	5	(5)	10	(9)	-	-
Retail Stores	-	-	-	-	-	-
Other Sales Workers	5	(5)	10	(9)	-	-
CLERICAL WORKERS	2	(2)	-	-	-	-
Secretaries, Stenographers, and Typists	-	-	-	-	-	-
Other Clerical Workers	2	(2)	-	-	-	-

	Males					
	0.01-1.99		2.00-2.99		3.00-4.00	
	N	%	N	%	N	%
CRAFTSMEN, FOREMEN, AND RELATED	22	(24)	25	(23)	3	(17)
Construction Craftsmen	5	(5)	-	-	1	(8)
Mechanics and Repairmen	2	(3)	2	(2)	2	(9)
Machinist and Other Metal Craftsmen	2	(3)	4	(4)	-	-
Other Craftsmen	13	(13)	19	(18)	-	-
OPERATIVES, EXCEPT TRANSPORT	10	(11)	4	(4)	-	-
Durable Goods Manufacturing	2	(3)	2	(2)	-	-
Non-Durable Goods Manufacturing	2	(3)	2	(2)	-	-
Non-Manufacturing	6	(5)	-	-	-	-
TRANSPORT EQUIPMENT OPERATIVES	-	-	4	(4)	-	-
NON-FARM LABORERS	2	(2)	2	(2)	-	-
SERVICE WORKERS EXCEPT PRIVATE HOUSEHOLD	15	(16)	12	(11)	-	-
Cleaning and Food Service Workers	-	-	-	-	-	-
Protective Service Workers	2	(3)	2	(2)	-	-
Personal, Health, and Other Service Workers	13	(13)	10	(9)	-	-
WAREHOUSING	10	(11)	-	-	-	-
FARM WORKERS	-	-	4	(4)	-	-
TOTALS	93		110		20	

EMPLOYMENT BY OCCUPATION, SEX, AND DERIVED I.Q. GROUPS

FULL AND PART TIME COMBINED

	Females					
	89 or Less		From 90 to 109		110 and Over	
	N	%	N	%	N	%
PROFESSIONAL, TECHNICAL, AND RELATED	-	-	23	(25)	28	(52)
Engineers	-	-	-	-	-	-
Medical and Health Workers	-	-	5	(5)	2	(4)
Teachers, Elementary and Secondary Schools	-	-	13	(15)	19	(35)
Other Professional Workers	-	-	5	(5)	7	(13)
NON-FARM MANAGERS AND ADMINISTRATORS	2	(8)	11	(12)	7	(13)
Salaried	2	(8)	6	(7)	7	(13)
Self-Employed	-	-	5	(5)	-	-
SALES WORKERS	2	(8)	5	(5)	2	(4)
Retail Stores	2	(8)	5	(5)	-	-
Other Sales Workers	-	-	-	-	2	(4)
CLERICAL WORKERS	11	(42)	35	(38)	9	(17)
Secretaries, Stenographers, and Typists	2	(8)	15	(15)	-	-
Other Clerical Workers	9	(34)	20	(23)	9	(17)

	Females					
	89 or Less		From 90 to 109		110 and Over	
	N	%	N	%	N	%
CRAFTSMEN, FOREMEN, AND RELATED	-	-	5	(5)	5	(9)
Construction Craftsmen	-	-	-	-	-	-
Mechanics and Repairmen	-	-	-	-	-	-
Machinist and Other Metal Craftsmen	-	-	-	-	-	-
Other Craftsmen	-	-	5	(5)	5	(9)
OPERATIVES, EXCEPT TRANSPORT	2	(8)	5	(5)	-	-
Durable Goods Manufacturing	-	-	-	-	-	-
Non-Durable Goods Manufacturing	-	-	-	-	-	-
Non-Manufacturing	2	(8)	5	(5)	-	-
TRANSPORT EQUIPMENT OPERATIVES	-	-	2	(2)	-	-
NON-FARM LABORERS	-	-	-	-	-	-
SERVICE WORKERS EXCEPT PRIVATE HOUSEHOLD	9	(33)	17	(18)	2	(4)
Cleaning and Food Service Workers	2	(8)	5	(5)	-	-
Protective Service Workers	-	-	-	-	-	-
Personal, Health, and Other Service Workers	7	(25)	12	(13)	2	(4)
WAREHOUSING	-	-	-	-	-	-
FARM WORKERS	-	-	-	-	-	-
TOTALS		26		92		54

EMPLOYMENT BY OCCUPATION, SEX, AND DERIVED I.Q. GROUPS

FULL AND PART TIME COMBINED

	Males					
	89 or Less		From 90 to 109		110 and Over	
	N	%	N	%	N	%
PROFESSIONAL, TECHNICAL, AND RELATED	5	(13)	26	(19)	28	(44)
Engineers	2	(6)	-	-	2	(3)
Medical and Health Workers	-	-	3	(2)	-	-
Teachers, Elementary and Secondary Schools	-	-	7	(5)	-	-
Other Professional Workers	3	(7)	16	(12)	26	(41)
NON-FARM MANAGERS AND ADMINISTRATORS	10	(27)	23	(17)	18	(28)
Salaried	10	(27)	19	(14)	9	(14)
Self-Employed	-	-	4	(3)	9	(14)
SALES WORKERS	5	(13)	4	(3)	6	(10)
Retail Stores	-	-	-	-	-	-
Other Sales Workers	5	(13)	4	(3)	6	(10)
CLERICAL WORKERS	-	-	-	-	-	-
CRAFTSMEN, FOREMEN, AND RELATED	5	(13)	33	(24)	11	(17)
Construction Craftsmen	-	-	4	(3)	2	(3)
Mechanics and Repairmen	2	(6)	-	-	2	(3)
Machinist and Other Metal Craftsmen	-	-	7	(5)	-	-

	Males					
	89 or Less		From 90 to 109		110 and Over	
	N	%	N	%	N	%
Other Craftsmen	3	(7)	22	(16)	7	(11)
OPERATIVES, EXCEPT TRANSPORT	5	(13)	11	(8)	-	-
Durable Goods Manufacturing	2	(6)	3	(2)	-	-
Non-Durable Goods Manufacturing	3	(7)	3	(2)	-	-
Non-Manufacturing	-	-	5	(4)	-	-
TRANSPORT EQUIPMENT OPERATIVES	-	-	4	(3)	-	-
NON-FARM LABORERS	-	-	4	(3)	-	-
SERVICE WORKERS EXCEPT PRIVATE HOUSEHOLD	7	(20)	19	(14)	-	-
Cleaning and Food Service Workers	-	-	3	(2)	-	-
Protective Service Workers	3	(7)	3	(2)	-	-
Personal, Health, and Other Service Workers	4	(13)	13	(10)	-	-
WAREHOUSING	-	-	10	(7)	-	-
FARM WORKERS	-	-	4	(3)	-	-
TOTALS	35		138		64	

ANALYSIS OF OCCUPATIONAL TABLES BY GRADE POINT AVERAGE AND DERIVED I.Q. GROUPS

1. The occupational totals do not agree between tables because the "working, but looking for a better job" category was inadvertently left out of the G.P.A. group tables.

2. Generally speaking, the low and high grade point average groups have better occupational associability than low and high I.Q. groups. Neither middle G.P.A. or middle I.Q. groups appear to have associability advantage: both yield about the same occupational distributions. Again, extremes of G.P.A. are a more valid indicator of future occupational group than extremes of I.Q.

COMMENTS RELATED TO OCCUPATIONS WITHIN MAJOR GROUPS

Professional, Technical, and Related

Engineers--These were chemical and civil engineers.

Medical and Health Workers--Registered nurses, psychiatric social workers, group therapists, and medical technicians were typical occupations.

Teachers--As a rule, the women were elementary teachers while the men were secondary teachers.

Other Professionals--These were attorneys, certified public accountants, pharmacists, senior financial analysts, senior accountants, probation officers, social workers, sanitation technicians (senior), and ministers.

Non-Farm Managers and Administrators

Produce markets, banks, drive-in restaurants, escrow departments, freight lines, small department stores, and offices (especially the latter for women)

Sales Workers

The women were all part-time retail salespersons. The men were typically route salesman; for instance, a Coca-Cola route driver-salesman.

Clerical Workers

Secretarial, etc. (self-explanatory)

Other Clerical Workers--For women, the usual occupation was bookkeeper.

Craftsmen

The Other Craftsmen included foremen, supervisors, and technicians (junior grade) such as a chemical sprayer.

Service Workers

Personal, Health, and Others--Laundress', barbers, beauticians, school ground supervisors, bartenders, licensed babysitters, teacher's aides, mobile telephone operators, customer services person, letter carriers, etc.

E. Graduates' Evaluation Of The Relative Influence Of Selected Variables In Getting and Keeping Their Present Job

The questionnaire item was:

"Please rank in importance the influence each of the items below had in helping you get and keep your present job.

1 = most important
2 = second most important
3 = third most important
0 = no influence

Formal educational training ____________

Prior on-the-job training ____________

Previous job(s) related to the type of work ____________ "

In the assumption that the greater the amount of post-secondary education, the greater the value and influence upon employment said education would have, the following table (relating influence to highest degree, certificate, or license earned) was constructed.

Many evaluators would have arbitrarily assigned a numerical value or weight to the ordered ranks, such as 3 points for most important, 2 points for second most important, etc. However, such a procedure would introduce false magnitudes in the relationships between the training and experience variables. Ordering by rank, e.g., first, second, third, is entirely natural and proper, but the second step of assigning equal increments of weight (the distance or difference in value between one and two and two and three) is improper unless just such a distance or value is clearly justified. In this instance, it is not. Therefore, the number of times a particular rank was chosen by a particularly classified person is detailed.

The table which follows includes no projected statistics. They are the actual coded enumerations from the returned questionnaires. As a very high proportion of questionnaires were returned, more than enough from that source alone to validate the study, there is no question that the influence trends displayed in the table are representative.

HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT

			Employed Females	
	Coded Rank	Formal Educational Training	Prior On-The-Job Training	Previous Experience On Related Type of Job
No Degree, License, Certificate, Diploma, etc.	1	5	14	9
	2	4	8	9
	3	16	1	2
	0	12	14	16
Associate of Arts	1	4	1	3
	2	1	3	2
	3	1	1	1
	0	1	2	1
Bachelor of Arts or Science	1	16	1	2
	2	-	10	4
	3	2	2	5
	0	-	5	7
Master of Arts or Science	1	3	-	-
	2	-	2	1
	3	-	1	1
	0	-	-	1
Doctorate	1	-	-	-
	2	-	-	-
	3	-	-	-
	0	-	-	-
Apprenticeship, Exam, or School Leading to a Card, Diploma, License	1	1	2	1
	2	2	2	2
	3	3	-	-
	0	-	1	2

HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT

	Coded Rank	Employed Males Formal Educational Training	 Prior On-The-Job Training	 Previous Experience On Related Type of Job
No Degree, License, Certificate, Diploma, etc.	1	4	7	10
	2	1	10	7
	3	16	1	1
	0	12	15	15
Associate of Arts	1	4	1	2
	2	1	2	3
	3	3	4	1
	0	2	4	4
Bachelor of Arts or Science	1	11	7	6
	2	7	7	7
	3	2	6	3
	0	4	4	8
Master of Arts or Science	1	4	-	-
	2	-	2	2
	3	1	1	1
	0	-	2	2
Doctorate	1	5	-	-
	2	-	2	1
	3	-	-	-
	0	-	3	4
Apprenticeship, Exam, or School Leading to a Card, Diploma, License	1	8	4	3
	2	4	5	1
	3	1	1	4
	0	-	3	5

ANALYSIS

It should be made clear at the start that a very large proportion of the graduating class had completed college classes at some point during the 11-year period (more on this later). It was believed that many of these persons would not know or remember how many courses they had completed or how many credits had been earned. Accordingly, the question that was asked was about how many years of college had been completed; i.e., less than one to one, more than one to two, etc. This question also produces an ambiguous answer. Some persons attended college for a class or two in the Evening Division College and counted two semesters of attendance as one year of college. The problem was resolved by classifying persons by level of earned degrees, diplomas, licenses, and so on. As a consequence, the category, "No Degree, License, Diploma, etc.," includes many persons who have completed college classes, but the classes have not fulfilled the requirement for a degree, diploma, etc.

The general assumption "the greater amount of post-secondary education the greater the influence formal education would have upon employment" is supported by the findings. In this day of "Women's Liberation" and demands for job equality, it is puzzling to observe that when the training and experience variables are crossed to levels of post-secondary education, very similar patterns emerge, with the exception of the "Apprenticeship, Exam, or School" category. The table seems to demonstrate that however training and experience variables interact with levels of post-secondary education, it does so without sex discrimination. There is no doubt that within this age group (28 to 30 years of age) more men than women work and that different kinds of jobs are held (excepting professional); however dissimilar the jobs, the interaction between these variables acts uniformly.

One of the practical implications of the table is that the natural supporters of education are clearly delineated as those persons who have earned post-secondary degrees, etc. Their education was crucial in obtaining their present employment. For those who did not earn post-secondary degrees, licenses, etc., education was a minor influence in relationship to the [illegible] of employment available to them.

F. Employment: Distance From Salinas

In reading the table below, it should be recalled that only the employed are tabulated. Actually, 51% of the female respondents, and 65% of the males reside in Salinas!

Miles	Females	Males	District	
0 - 10	75	126	201	N
	(46)	(53)	(50)	%
11 - 25	10	17	27	
	(6)	(7)	(7)	
26 - 60	8	14	22	
	(5)	(6)	(6)	
61 - 120	10	33	43	
	(6)	(14)	(11)	
121 - 200	13	12	25	
	(8)	(5)	(6)	
201 - 500	23	19	42	
	(14)	(8)	(11)	
Over 500	24	19	43	
	(15)	(8)	(11)	
Total Persons	163	237	400	
%	(100)	(100)	(100)	

A very substantial part of the class of 1964 has settled in Salinas. Nearly two-thirds of that class's males reside here! The current addresses of the class of 1959 were examined to determine the proportion of graduates who reside locally. A proportion of 50% was obtained.

This retention phenomena has enormous educational implications, and it should be clearly understood that local retention is not confined to the lower eschelons of the employment spectrum. There are many local doctors, dentists, attorneys, certified public accountants, and teachers who are also graduates of Salinas' public schools.

G. Relationship Of Source Of Formal Educational Training To Current Employment

Those graduates who indicated formal educational training was influential in obtaining and maintaining their present employment were also asked to designate the source(s) of that training.

Source of Formal Educational Training	Females	Males
	(in % only)	
High School Course(s)	(32)	(20)
Vocational, Trade, Business, or Other Career Training School or Program (usually at Community College)	(2)	(13)
Junior or Community College	(32)	(24)
Four-Year College	(28)	(33)
Military Service or Training	-	(7)
Other	(5)	(3)
Correspondence School	(1)	-
Employer-Sponsored School	(3)	(2)
On-the-Job Training	-	(1)
Salinas Adult School	(1)	-

Many of the women who are homemakers indicated that high school courses, presumably related to the homemaking arts, were helpful to them.

The previous table cannot be used as a direct assessment of the relative degree of importance of relationship between sources. Some persons indicated that as many as three sources (high school, community college, and four-year college) were important. However, several general observations can be made:

1. High school courses were more influential for women than men, but more men graduate from college.
2. Vocational, trade, technical, and business schools are more important to men than women.
3. Training received while in the military, and schools completed there, are more important to men than women.

H. Types Of Colleges and Schools Attended Since Graduation From High School

(1) By High School and By Sex

	NORTH SALINAS			SALINAS		
	Females	Males		Females	Males	
None	46 (27)	25 (17)	N %	38 (19)	11 (6)	N %
Vocational, Trade, Business, etc.	9 (5)	-		2 (1)	-	
Community College (only)	67 (39)	62 (42)		69 (35)	74 (42)	
Community College and Four-Year College	26 (15)	28 (19)		36 (18)	53 (30)	
Four-Year College or University Only	3 (2)	25 (17)		30 (15)	40 (23)	
Other	21 (12)	6 (4)		12 (6)	-	
Total Persons %	171 (100)	148 (100)		198 (100)	175 (100)	
Rate of Transfer from Community Colleges to Four-Year Colleges (in % of Community College attendees)	(28)	(31)		(34)	(42)	

The previous table documents attendance by type of post-secondary institution. A record of degrees earned is not implied. Roughly, 3 out of 4 women attended post-secondary institutions, while 9 out of 10 men did! Over 90% of the total attendance was collegiate.

There are two major differences in the statistical totals between the high school and sex-referenced classes:

1. A higher proportion of men than women seek additional education.
2. Both in number and proportion, more men than women attend four-year colleges or universities.

The background factors that work together in some interrelated way within an individual to influence educational aspirations and activities are complex and beyond the graduate personal data accumulated for this study.

(2) Colleges Attended By Sex

FEMALES

a. Community Colleges (86% of all women's collegiate attendance - 193 persons)

1. 83% of the attendance was accounted for by two colleges:

   Hartnell (77) - 153 persons
   Monterey Peninsula (6) - 12 persons

2. The other 17% (28 persons) was spread about evenly among:

   American River (Carmichael)
   Cuesta (San Luis Obispo)
   De Anza
   Fresno City
   Orange Coast (Costa Mesa)
   San Francisco City
   Shasta (Redding)
   Solano (Vallejo)
   West Hills (Coalinga)
   West Valley
   Pensacola (Florida)

   Some individuals attended two or three community colleges. Attendance was not necessarily linked semester to following semester.

b. Four-Year Colleges and Universities (41% of all women's collegiate attendance - proportions do not sum to 100% because of the overlap of attendance)

1. Colleges of the California State University System (62%, or 59 women, attended this system)

   Two colleges account for about 60% of the women's attendance:

   Fresno
   San Jose

The other 40% is spread about evenly among:

Chico
Hayward
Los Angeles
Sacramento
San Francisco
Humboldt State
Cal Poly (San Luis Obispo)

2. University of California System (16%, or 15 women, attended this system)

Berkeley - 3 women
Davis - 6
Los Angeles - 3
Santa Barbara - 3

3. Other Colleges and Universities (22%, or 21 persons, accounts for the remainder of the attendance)

The distribution of women is from 1 to 2 persons each:

California Lutheran College
College of Holy Names
College of Notre Dame
Stanford University
St. Lukes' School of Nursing
Oregon State
Portland State
Washington State
Eastern Washington State
Northwestern
University of Nebraska
Douglas College (British Columbia, Canada)
University of Guam

MALES

a. Community Colleges (77% of men's collegiate attendance - 217 persons)

   1. 83%, or 180 persons, of the attendance was accounted for by Hartnell

   2. The remaining 17% was spread about evenly among:

      American River (Carmichael)
      Cabrillo
      Chabot
      College of San Mateo
      Gavilan
      Los Angeles Valley (Van Nuys)
      San Francisco City
      San Jose City
      West Valley
      Hill County (Hillsboro, Texas)
      Portland Community

      Some men attended more than one community college but not necessarily in semester-to-semester order.

b. Four-Year Colleges and Universities (52% of all men's collegiate attendance, 146 men - proportions do not sum to 100% because of the overlap of attendance)

   1. Colleges of the California State University System (59%, or 86 men, attended this system)

      3 out of 4 (or 60 men) attended:

      San Jose - 23 men
      Fresno - 13
      Cal Poly (SLO) - 10
      Chico - 8
      Sacramento - 8
      San Francisco - 8

      The remaining 26 men attended in about equal proportions:

      Hayward
      Northridge
      Stanislaus
      Humboldt State
      Cal Poly (Pomona)
      California College Arts and Crafts

2. University of California System
(16%, or 23 men, attended this system)

Berkeley - 13 men
Davis - 5
Santa Barbara - 3
Santa Cruz - 3

3. Other Colleges and Universities
(25%, or 37 men)

9% Stanford
Southern California

16% spread about equally among:

Pacific School of Religion
Conqueror's Bible College
University of the Pacific
Weber State (Ogden, Utah)
Texas A and M
University of Tennesse
Massachusetts Institute of Technology
University of Dalhousie (Nova Scotia, Canada)

4. Law Schools

Boalt Hall
McGeorge's School of Law
University of Washington

I. Types Of Schools and Colleges Attended By Grade Point Average and Sex

	FEMALES				MALES			
	0.01-1.99	2.00-2.99	3.00-4.00		0.01-1.99	2.00-2.99	3.00-4.00	
None	56 (53)	34 (16)	3 (6)	N %	20 (17)	9 (5)	-	N %
Vocational, Trade, Business, Etc.	-	2 (1)	-		18 (15)	5 (3)	-	
Community College (only)	29 (27)	107 (51)	3 (6)		55 (46)	68 (39)	-	
Community College and Four-Year College	7 (7)	29 (14)	34 (65)		13 (11)	42 (24)	15 (51)	
Four-Year College (only)	3 (3)	17 (8)	12 (23)		5 (4)	40 (23)	14 (49)	
Other	11 (10)	19 (9)	-		8 (7)	11 (6)	-	
Total Persons %	106 (100)	210 (100)	53 (100)		119 (100)	175 (100)	29 (100)	

J. Types Of Schools and Colleges Attended By Derived I.Q. Group and Sex

	FEMALES				MALES			
	89 or less	From 90 to 109	110 and up		89 and less	From 90 to 109	110 and up	
None	27 (48)	53 (24)	9 (10)	N %	6 (11)	24 (13)	-	N %
Vocational, Trade, Business, Etc.	-	9 (4)	3 (3)		3 (5)	16 (9)	-	
Community College (only)	19 (33)	101 (46)	16 (17)		28 (53)	72 (40)	17 (19)	
Community College and Four-Year College	-	31 (14)	43 (47)		6 (11)	43 (24)	31 (35)	
Four-Year College (only)	-	13 (6)	18 (20)		6 (11)	18 (10)	37 (42)	
Other	11 (19)	13 (6)	18 (20)		6 (11)	5 (3)	3 (3)	
Total Persons %	57 (100)	220 (100)	92 (100)		53 (100)	181 (100)	89 (100)	

The same general assertion that grade point average is a better prediction of subsequent educational activities is not nullified by Tables I and J; instead the distributions within those variables appear to reaffirm the hypothesis. For instance, if Four-Year College Only and Community College and Four-Year College are summed, the following table of attendance results:

FEMALES

G.P.A. Group				Derived I.Q. Group		
0.01-1.99	2.00-2.99	3.00-4.00		89 or less	From 90 to 109	110 and up
10	46	46	N	-	43	61
(10)	(22)	(88)	%		(20)	(67)

MALES

G.P.A. Group				Derived I.Q. Group		
0.01-1.99	2.00-2.99	3.00-4.00		89 or less	From 90 to 109	110 and up
18	82	29	N	12	61	68
(15)	(47)	(100)	%	(22)	(34)	(77)

K. Highest Earned Degree, Diploma, License, Etc.

(1) By Grade Point Average and Sex

	FEMALES				MALES			
	0.01-1.99	2.00-2.99	3.00-4.00		0.01-1.99	2.00-2.99	3.00-4.00	
None	85 (80)	126 (60)	3 (6)	N %	69 (58)	68 (39)	2 (8)	N %
Associate of Arts	3 (3)	27 (13)	3 (6)		12 (10)	21 (12)	2 (8)	
Bachelor of Arts or Science	3 (3)	29 (14)	36 (67)		16 (13)	49 (28)	11 (39)	
Master of Arts or Science	3 (3)	-	6 (11)		-	16 (9)	2 (8)	
Doctorate	-	-	-		-	4 (2)	10 (31)	
Other Card, Diploma, License, Etc.	11 (10)	29 (14)	6 (11)		24 (20)	19 (11)	2 (8)	
Total Persons %	106 (100)	210 (100)	53 (100)		119 (100)	175 (100)	29 (100)	

(2) By Derived I.Q. Group and Sex

	FEMALES				MALES			
	89 or less	From 90 to 109	110 and up		89 or less	From 90 to 109	110 and up	
None	42 (74)	150 (68)	17 (19)	N %	26 (50)	82 (45)	24 (27)	N %
Associate of Arts	3 (5)	26 (12)	3 (3)		7 (13)	27 (15)	3 (3)	
Bachelor of Arts or Science	-	18 (8)	54 (59)		7 (13)	38 (21)	32 (36)	
Master of Arts or Science	-	4 (2)	6 (6)		-	4 (2)	11 (12)	
Doctorate	-	-	-		-	4 (2)	11 (12)	
Other Card, Diploma, License, Etc.	12 (21)	24 (11)	12 (13)		13 (24)	29 (16)	8 (9)	
Total Persons %	57 (100)	220 (100)	92 (100)		53 (100)	181 (100)	89 (100)	

So far as the relative predictability of Grade Point Average in comparison to Derived Intelligence Quotient towards additional educational accomplishment, Grade Point Average remains the better guide. An implication is that in the long run a Gifted Performer Program would be more appropriate and productive than a Mentally Gifted Minor Program; for instance, of the 82 Gifted Performers (G.P.A. 3.00 - 4.00), only 5 persons (or 6%) did not accomplish post-secondary degrees, licenses, etc. Among the higher I.Q.'s (110 and over), 41 (or 23%) did not earn additional degrees, etc.

(3) Numerical and Proportional Comparison Of Highest Degrees, Diplomas, Certificates, and Licenses Earned: Classes of 1964 and 1969

	Class of 1969 (Surveyed in 1974)	Class of 1964 (Surveyed in 1975)	
None	556 (52)	353 (51)	N %
Associate of Arts and Certificates	268 (25)	78 (11)	
Bachelor of Arts or Science	156 (15)	144 (21)	
Master of Arts or Science	Not Applicable in Spring 1974	27 (4)	
Doctorate	Not Applicable	14 (2)	
Completed Programs at Technical, Trade, and Private Business Schools, etc.	85 (8)	76 (11)	

Of the class of 1964 (females plus males), 82% attended some type of post-secondary educational institution. About 50% of the class (the majority of whom were males) completed a program or course of study that led to a degree, diploma, certificate, license, etc. Because the graduates are grouped by highest degree earned, a distortion appears in the number and proportion of 1964 graduates completing an Associate of Arts degree. The real proportion is probably similar to the 25% of the class of 1969. Therefore, it seems as a general rule that about one-half of a graduating class will not complete an additional educational or training program. About one-quarter of the class will complete at least two years of community college or technical, trade, private business schools, etc. and one-quarter will earn a bachelor's degree or higher. The best indicator of future collegiate and other training accomplishment is the high school students' sex and grade point average!

L. Completion Of Formal Education Since Graduation From High School In Years

Although years of completion cannot be interpreted as years of full-time attendance at college or school, it is still a useful statistic. Degrees associated with various years of completion are not implied.

(1) By Sex

Categories Are Mutually Exclusive	Females	Males	
None	107	32	N
	(29)	(10)	%
Up to One Year	70	61	
	(19)	(19)	
Up to Two Years	70	61	
	(19)	(19)	
Up to Three Years	22	23	
	(6)	(7)	
Up to Four Years	30	39	
	(8)	(12)	
Up to Five Years	41	39	
	(11)	(12)	
Up to Six Years	30	23	
	(8)	(7)	
More than Six Years	4	42	
	(1)	(13)	
Total Persons	369	323	
%	(100)	(100)	

The chief distinctions in educational activity between the sexes were in the proportion who undertook no further education and the proportion who accomplished more than six additional years.

(2) By Grade Point Average Group Within Sex

Years of College Attendance	FEMALES				MALES			
	0.01-1.99	2.00-2.99	3.00-4.00		0.01-1.99	2.00-2.99	3.00-4.00	
None	58 (55)	48 (23)	3 (6)	N %	45 (23)	16 (9)	-	N %
Up to One Year	17 (16)	50 (24)	-		45 (23)	28 (16)	-	
Up to Two Years	17 (16)	50 (24)	-		45 (23)	33 (19)	-	
Up to Three Years	3 (3)	15 (7)	3 (6)		6 (3)	21 (12)	-	
Up to Four Years	6 (6)	15 (7)	10 (18)		25 (13)	19 (11)	7 (25)	
Up to Five Years	-	15 (7)	25 (47)		10 (5)	21 (12)	7 (25)	
Up to Six Years	-	15 (7)	13 (24)		16 (8)	16 (9)	-	
More than Six Years	3 (3)	-	-		6 (3)	21 (12)	15 (50)	
Total Persons %	106 (100)	210 (100)	53 (100)		195 (100)	175 (100)	29 (100)	

The large difference between females and males in the no additional education category may be related to early marriage of the females. Indeed, even eleven years after graduation, the most significant activity of the low grade point average female (60%) is homemaker.

Those individuals who were the most accomplished, as denoted by high grade point average, also became the most accomplished (proportionately) in reference to years of collegiate education. There are no women in this group who have earned doctorates. Surely, they have had the capability!

M. Helpfulness Of High School In Learning Or Improving Selected Everyday Skills

(Graduating Classes of 1964, 1969, and 1973)

Reading for Instruction and Pleasure

	Class of 1964 (Surveyed in 1975)	Class of 1969 (Surveyed in 1974)	Class of 1973 (Surveyed in 1974)	
Not Helpful	59 (9)	114 (11)	133 (12)	N %
Somewhat Helpful	284 (41)	393 (37)	473 (41)	
Very Helpful	350 (50)	555 (52)	538 (47)	

Writing Letters, Reports, and Notes Accurately

	Class of 1964	Class of 1969	Class of 1973	
Not Helpful	76 (11)	134 (13)	137 (12)	N %
Somewhat Helpful	312 (45)	387 (36)	482 (42)	
Very Helpful	304 (44)	541 (51)	517 (46)	

Working Numerical Problems and Managing Finances

	Class of 1964	Class of 1969	Class of 1973	
Not Helpful	89 (13)	157 (15)	178 (16)	N %
Somewhat Helpful	310 (45)	298 (38)	490 (44)	
Very Helpful	285 (42)	507 (47)	443 (40)	

Speaking Before Groups of People

	Class of 1964	Class of 1969	Class of 1973	
Not Helpful	333 (48)	409 (39)	355 (31)	N %
Somewhat Helpful	216 (31)	402 (38)	455 (40)	
Very Helpful	144 (21)	251 (23)	319 (28)	

Preparing for Marriage and Family Life

	Class of 1964	Class of 1969	Class of 1973	
Not Helpful	449 (65)	508 (46)	534 (50)	N %
Somewhat Helpful	185 (27)	326 (30)	375 (35)	
Very Helpful	57 (8)	166 (15)	153 (15)	

Getting and Maintaining a Job

	Class of 1964	Class of 1969	Class of 1973	
Not Helpful	241	377	359	N
	(35)	(35)	(32)	%
Somewhat Helpful	306	433	488	
	(44)	(41)	(44)	
Very Helpful	146	252	270	
	(21)	(24)	(24)	

Using Properly Spoken English

	Class of 1964	Class of 1969	Class of 1973	
Not Helpful	70	115	106	N
	(10)	(11)	(9)	%
Somewhat Helpful	266	461	502	
	(38)	(43)	(44)	
Very Helpful	356	486	529	
	(52)	(46)	(47)	

Thinking Out Problems, Issues, and Forming Opinions

	Class of 1964	Class of 1969	Class of 1973	
Not Helpful	124	199	161	N
	(18)	(19)	(14)	%
Somewhat Helpful	352	480	495	
	(51)	(45)	(44)	
Very Helpful	248	380	475	
	(36)	(36)	(42)	

It is surprising that there is so little difference between the graduating classes' attitudes toward the helpfulness of high school in acquiring these everyday skills. The stability of cross-sectional agreement underlines the reality of our graduates' appraisal of quality. Neither the five years of experience, nor the eleven years of experience gained by the classes of 1969 and 1964, has changed their perception of quality. That is remarkable!

Overall, their evaluation of the helpfulness of high school is favorable, but three problem areas stand out:

1. Speaking Before Groups of People
2. Preparing for Marriage and Family Life
3. Getting and Maintaining a Job

As a substantial part of the class of 1964 has begun raising families, their 65% Not Helpful in Preparing for Marriage and Family Life is quite to the point. Apparently, observer status in reference to their parents' marriage was not a sufficient education. A course in simulated marriage and parenthood along the lines of the nine- or ten-week high school class that has recently gained national attention was recommended by more than one respondent.

N. Graduates Rank The Five Most Serious Problems With Which Their Community's High Schools Must Deal

The graduates were asked to identify and rank the five biggest problems that their local high schools had to deal with from the following list:

-- lack of proper financial support
-- use of drugs
-- difficulty of getting "good" teachers
-- overcrowded classes and schools
-- integration problems (ethnic and racial imbalance)
-- lack of parent and community interest in education
-- school board policies
-- inadequate number and kind of classes
-- lack of proper equipment and facilities
-- lack of student interest
-- poor public relations on the part of the schools
-- other (please write in)

The graduates were asked to designate rank of importance by use of the numbers 1, for most important, 2, second most important, and so on.

(1) By Graduates' Sex

(1 = Most Important Problem; 2 = Second Most Important; 3 = Third Most Important; 4 = Fourth Most Important; and 5 = Fifth Most Important)

	FEMALES					
	1	2	3	4	5	
Lack of Proper Financial Support	46 (16)	26 (9)	29 (10)	26 (9)	14 (5)	N 8
Use of Drugs	37 (13)	35 (12)	14 (5)	20 (7)	37 (13)	
Difficulty of Getting "Good" Teachers	35 (12)	20 (7)	23 (8)	43 (15)	37 (13)	
Overcrowded Classes and Schools	26 (9)	35 (12)	29 (10)	29 (10)	17 (6)	
Lack of Student Discipline	75 (26)	35 (12)	32 (11)	26 (9)	17 (6)	
Integration Problems (Ethnic and Racial Imbalance)	6 (2)	17 (6)	14 (5)	6 (2)	26 (9)	
Lack of Parent and Community Interest in Education	37 (13)	40 (14)	40 (14)	20 (7)	37 (13)	
School Board Policies	3 (1)	14 (5)	20 (7)	26 (9)	26 (9)	
Inadequate Number and Kind of Classes	3 (1)	3 (1)	29 (10)	14 (5)	17 (6)	
Lack of Proper Equipment and Facilities	6 (2)	6 (2)	14 (5)	20 (7)	12 (4)	
Lack of Student Interest	14 (5)	43 (15)	37 (13)	32 (11)	29 (10)	
Poor Public Relations on the Part of Schools	-	14 (5)	6 (2)	29 (10)	14 (5)	

Typical problems that were volunteered in the OTHER section were:

1. Lack of emphasis on learning self-discipline and a sense of responsibility.
2. Lack of emphasis on a curriculum centered on preparation for life.
3. Lack of appropriate and knowledgeable counseling.
4. Tenure should be eliminated. (This suggestion was made by graduates who are now teachers!)
5. Lack of safe schools (respondent lived in Los Angeles area).
6. Lack of a common compulsory course of study--today's permissive elective system should be ended.

Of the female respondents, 22% did not complete the ranking question. The usual reason for self-disqualification was they felt they were not knowledgeable about current high school problems.

(1) By Graduates' Sex

(1 = Most Important Problem; 2 = Second Most Important; 3 = Third Most Important; 4 = Fourth Most Important; and 5 = Fifth Most Important)

	MALES					
	1	2	3	4	5	
Lack of Proper Financial Support	35 (13)	11 (4)	16 (6)	19 (7)	19 (7)	N %
Use of Drugs	19 (7)	11 (4)	32 (12)	27 (10)	35 (13)	
Difficulty of Getting "Good" Teachers	35 (13)	38 (14)	16 (6)	19 (7)	16 (6)	
Overcrowded Classes and Schools	19 (7)	30 (11)	32 (12)	30 (11)	16 (6)	
Lack of Student Discipline	51 (19)	38 (14)	19 (7)	30 (11)	11 (4)	
Integration Problems (Ethnic and Racial Imbalance)	13 (5)	19 (7)	11 (4)	19 (7)	27 (10)	
Lack of Parent and Community Interest in Education	8 (3)	40 (15)	27 (10)	27 (10)	27 (10)	
School Board Policies	13 (5)	8 (3)	30 (11)	30 (11)	19 (7)	
Inadequate Number and Kind of Classes	32 (12)	13 (5)	11 (4)	27 (10)	16 (6)	
Lack of Proper Equipment and Facilities	8 (3)	13 (5)	19 (7)	-	35 (13)	
Lack of Student Interest	32 (12)	48 (18)	56 (21)	38 (14)	24 (9)	
Poor Public Relations on the Part of Schools	-	3 (1)	3 (1)	13 (5)	16 (6)	

Typical problems that were volunteered in the OTHER section were:

1. Lack of constructive discipline.
2. The importance of eliminating tenure. (Again, these comments were volunteered by teachers.)
3. Lack of appropriate and knowledgeable counseling.
4. Lack of alternative to compulsory education.
5. Lack of an individualized education.
6. Inadequate use of school buildings and facilities.
7. Lack of a sufficient number of responsible families.
8. The problem with schools is that they are essentially day care centers.
9. Lack of an effective attendance system.
10. Teachers do not put in an "honest day's work."

Of the male respondents, 17% disqualified themselves for lack of knowledgeability.

Both groups of graduates, without reference to city, state, or nation of residence, regard "lack of student discipline" as the most important problem facing the public high schools. The first prioritization of this problem is probably related in some way to our national concern with crime and lack of safety on the public streets. These respondents want their schools to take an active part in the creation of a more orderly society. Following at a distance, and the second most important problem, is "lack of proper financial support." So long as the financial status of schools is most importantly determined by political prescription, "lack of proper financial support" will characterize many, if not most, schools. The "difficulty of getting good teachers" ranks third most important. Some respondents felt the second and third ranked problems were closely related.

Although many, many efforts have been made to define the characteristics of a "good" teacher, all have been unsuccessful, except to the individual or group of individuals proposing the definition. Nevertheless, the term "good" teacher continues in survey research use.

(2) Compression Into One Statistic of Respondents' First and Second Choice By Sex

	Females	Males	
Lack of Proper Financial Support	37 (13)	24 (9)	N %
Use of Drugs	35 (12)	16 (6)	
Difficulty of Getting "Good" Teachers	26 (9)	35 (13)	
Overcrowded Classes and Schools	32 (11)	24 (9)	
Lack of Student Discipline	55 (19)	43 (16)	
Integration Problems (Ethnic and Racial Imbalance)	12 (4)	16 (6)	
Lack of Parent and Community Interest in Education	37 (13)	24 (9)	
School Board Policies	9 (3)	11 (4)	
Inadequate Number and Kind of Classes	3 (1)	24 (9)	
Lack of Proper Equipment and Facilities	6 (2)	11 (4)	
Lack of Student Interest	29 (10)	40 (15)	
Poor Public Relations on the Part of Schools	6 (2)	3 (1)	

Technically, combining the first and second most important problems into a composite measure is a violation of proper statistical procedure, because rank order is not additive. However, those problems which received first or second order prioritization of importance should be given the greatest attention by school authorities.

"Lack of Student Discipline" stands apart from the other eleven potential problems as the single most important problem to these young men and women. The next four problems in rank order of important from a cluster in which each is about equal in importance:

2nd ⟶ "Lack of Student Interest"
3rd ⟶ "Lack of Proper Financial Support"
4th ⟶ "Difficulty of Getting Good Teachers"
5th ⟶ "Lack of Parent and Community Interest in Education"

"Lack of Student Interest" must be considered carefully. It is, in itself, a composite of many parts: an adequate number and kind of classes, the lack of recognition on the part of the student that they can and should make themselves interested in the vast array of existing classes, the adolescent emphasis upon a "personality" culture, the adolescents' recognition of progressive biological maturation without a similarly progressive perception of the legal and personal duties and responsibilities of adulthood, and so on.

Inversely, it is proper to give attention to those categories which the graduates assigned a low order of importance. These were in decreasing order:

"School Board Policies"
"Inadequate Number and Kind of Classes"
"Poor Public Relations on the Part of Schools"

Ned Hubbell, President and founder of Ned S. Hubbell and Associates, a firm devoted to school public relations and opinion research, has written on the authority of working with more than forty large and small, urban and rural school districts that public opinion is centered on the daily operations and reputations of the neighborhood school. Most people do feel qualified and will volunteer a believable opinion about their nearest school. These same people feel less and less qualified, on the basis of knowledgeability, to give a verdict on the kind of jobs district administrations and school boards do. To most people, the nearest or neighborhood school is the school system!

Ranked last in importance, "Poor Public Relations on the Part of Schools," is misleading--most people do not expect schools to participate in public relations. Hubbell has found, and indeed demonstrated, that a monthly Principal's Newsletter can become the second most believable source of the community's knowledge about education! The most believable source, to communities, are children who attend the schools.

(3) Compression Into One Statistic of Respondents' First and Second Choice By Sex (Salinas Students Only)

	Females	Males	
Lack of Proper Financial Support	14 (9)	11 (6)	N %
Use of Drugs	19 (12)	7 (4)	
Difficulty of Getting "Good" Teachers	14 (9)	18 (10)	
Overcrowded Classes and Schools	17 (11)	13 (7)	
Lack of Student Discipline	37 (24)	39 (22)	
Integration Problems (Ethnic and Racial Imbalance)	3 (2)	13 (7)	
Lack of Parent and Community Interest in Education	25 (16)	18 (10)	
School Board Policies	2 (1)	7 (4)	
Inadequate Number and Kind of Classes	3 (2)	20 (11)	
Lack of Proper Equipment and Facilities	2 (1)	4 (2)	
Lack of Student Interest	19 (12)	27 (15)	
Poor Public Relations on the Part of Schools	2 (1)	2 (1)	

The two preceding tables in this section treated opinion without reference to the graduates' city, state, or national residence. However, Salinas residents can be factored out and local differences and similarities compared. Three levels or clusters of concerns emerge.

The 1964 graduates who are also local residents place even greater importance to the problem of "Lack of Student Discipline" than their counterpart who live away from Salinas. This concern stands apart in importance from all other problems. The second and third most important can be grouped together and considered about equal in importance to each other: "Lack of Parent and Community Interest in Education" and "Lack of Student Interest." "Lack of Parent and Community Interest in Education" did not receive the same high order of importance in the complete opinion survey. It is the opinion of these graduates that neither Salinas parents nor the community place as great an importance upon education as many other parents and communities.

It was demonstrated in several preceding sections of this study that occupation is directly related to formal educational training as symbolized by degree, certificate, license, etc. It was also shown that if no post-secondary sequence of courses or program were completed, that formal educational training, per se, often was not related or influential in obtaining and keeping employment. The following educational statistics for all persons over 25 years old in Salinas were obtained from the 1970 U. S. Census:

43.1% had less than a high school education
56.9% had graduated from high school

20.8% of the high school graduates were also college graduates (10.4% of the total population)

By race and ethnicity

50% of the white population had at least 12.3 years of education

50% of the black population had at least 9.8 year of education

50% of the Spanish-American population had at least 8.9 years of education

The general level of educational attainment of Salinas' population may be influential in the interest and importance placed upon education.

The fourth and fifth most important problems can also be grouped together on a third and somewhat lower level: "Difficulty of Getting Good Teachers" and "Overcrowded Classes and Schools."

Among the 1964 graduates who have become local teachers, "Overcrowded Classes and Schools" often ranked first or second in importance. Somehow, the message of overcrowdedness of our schools has not been gotten across in a believable way. The 1964 class graduated one year before the districts' student enrollment matched the designed housing capacities of our schools. Perhaps the staggered starting schedules, or shifts, which have been introduced to manage the housing problem, have created an impression of adequate housing!

The three "problem" areas that were not considered of very great importance to local respondents were:

"School Board Policies"

"Lack of Proper Equipment and Facilities"
"Poor Public Relations on the Part of Schools"

Please refer to the analysis of the preceding section for comments on two of these categories.

O. Graduates' Written Comments

The final item on the questionnaire was an open invitation to write whatever comments the graduates might feel appropriate.

The following quotations were selected because of their thoughtfulness and representativeness. The graduates' words have not been edited grammatically. Names of companies or organizations have been removed and replaced by (general descriptive labels). The _____ before the word(s) high or high school denotes either high school.

Females

1. "I am not employed now, but I did work for four years since 1964. My first job was with (communications company) and I could not have gotten it without a H.S. diploma. Nor, could I have gotten my next job with _____ County without a H.S. diploma. I finished two years of college - bit by bit - and that helped me get a job with the (community health related service). All these jobs had to do with switchboard work. I was very glad to have a H.S. diploma, at least.

    I regret not applying myself in H.S. One can graduate and know so little. I found out in J.C. that I couldn't write a decent paper or speak perfect grammer! The interest just wasn't there, in H.S. My grades weren't that good - mostly C's and some D's. Now after a little struggle, I get mostly B's and some A's in my college classes. . .

    I wish I had suggestions to generate interest in the students who have little. Dating is the most important in these years. The social part of life is the main thing for many. The regrets about learning come later."

2. "I've learned more by seeing things day by day, than I did by reading about them and I find out new things every day. So you are being education every day of your life you never stop from learning."

3. "In as much as I just recently quit working full-time, this questionnaire does not seem to encompass any part of my life before recent "homemaking career": I feel "short changed," therefore, some of the following information may be of value in determining "how far I've come" since high school.

   For 3 years I was employed by S and L associations: I advanced from part-time teller to full-time Real Estate Loan Officer.

   Prior to that (and immediately following) Graduation from college, I was employed as a personnel department secretary for a _____ company. . .

   I have found that (for a women) a college degree in business has not been an aid in getting into a management-trainee program. In my past 2 jobs since college, the important thing to the company was that I could type. Then, if I "proved" myself in other areas (and there was no man vying for the position), maybe I could move up.

   . . . high school did not prepare me for everyday living in anyway. However, I'm not so sure that preparing a 17-year old for marriage is better than preparation in the academic subjects. Also, so many events have taken place so rapidly in the world, which effect us now, that the task may have been insurmountable. . . . how could we be educated about black prejudice, when there were only 3 or 4 blacks in the whole school?"

4. "The one area which I feel was very unhelpful in high school was the counseling department. Although I was college prep material, I was told repeatedly by my counselor that "I would never make it through college" and would not allow me to take courses in the FINE ARTS which was my area of interest. This is the main thought I have carried with me in the past 10 years since graduating from _____ High."

   (The respondent is a college graduate and teacher.)

5. "Although I am not working at the present time, I did work for a total of 8 years after high school graduation. I definately feel that high school education had a great influence on my job performance. I worked as a typist for approximately 5 years, and also as a receptionist during that time. And I was an (service) Worker with the (service) Department for approximately 3 years. I do wish I had furthered my education, and I will probably return to school, at the junior college level, sometime in the future. I also intend to return to work before too long."

Males

1. "If I was to choose the biggest shortcoming of the high school I attended, . . . , I would have to say it was lack of guidance counseling in terms of what I wanted to do for the foreseeable future after graduation. No help was offered in terms of how to select a college, vocational school, find a job, etc."

   (Respondent's highest degree is Doctor of Philosophy. His high school permanent record indicates transcripts were sent to the universities where his degrees were earned.)

2. "In view of our current economic and employment dilema in the U.S. today, I feel that an individual has to have the desire and the tenacity to go out and get what he or she wants out of life. Education plays an important part, however it is not the only way to achieve. From a personal standpoint I had very little interest in high school and no interest in going on to college. I feel that I knew what I wanted and how to go about it. Aside from what I have mentioned on the front of this questionnaire I am also involved in labor negotiations with the (major union) on _____ labor. From time to time I sit on committees and panels for arbitration of (federal regulatory) rates and (transportation) proposals concerning the _____ industry. In my position I am in contact with chairmen, Presidents, Vice Presidents, etc., of large corporations both domestic and foreign.

I mention this only to illustrate that desire is the key and education the tool. Education can play an important role to one individual and not so important a role to another.

Aside from what I learned in high school the rest I have done on my own."

3. "Recently I have been doing much thinking about my education and education in general as it is practiced by the public school system and as it could be practiced. I am convinced that not enough emphasis is given in schools to the necessity of finding an adequately rewarding job in our society. Students are "taught" subjects which seem to relate poorly to the real work-a-day world by teachers incapable of relating their subjects well to others.

The schools have responded to public pressure and complaint by reducing actual unit requirements for graduation. So students are let out of school easier and sooner without really learning anything.

However, I am also convinced that education is the individuals chore - schools don't educate - the students educate themselves. Schools merely provide the basic material - the building blocks - of the finished structure - the educated individual. Education - the process of learning - never should be seen as a completed process - it continues throughout the individuals life at a sometimes dizzying rate. The schools are very poor at asserting their conception of their job. What it is to educate a person and how it should be done they don't seem to know. Teachers are not really ever taught theory of education - They are just supposed to imitate. Students should be more carefully tested, and encouraged to develop their individual skills within the school's facilities. Non-verbal skills - being harder to communicate and therefore teach - are neglected shamefully at the present. . . . the schools need to present their program in an organized manner - really sell their product to the students. That which is free is always under valued."

4. "Without a doubt _____ High provided me with an adequate education. This education was also instrumental in my success while in college, not to mention countless other areas.

   P.S. I've never said thanks - but I will now."

5. "Schools and their problems are a mirror of the society at large. As the family disintegrates, schools are being looked to as a substitute. As a result education is a second level goal; especially in the eyes of students who view school as a sentence to be filled."

6. "The relationship between the various subjects taught and their effect on one's future role in the society/business/economic world is not fully understood by students. Although the high school years are formative and somewhat determinative of one's security with his fellow person (ie one's social standing in high school is important), students fail to realize the importance of seemingly unrelated subjects to their future, be they service station mechanics or doctors. One goal of an educational system should be to convince someone of the very real importance of learning."

   (This comment was made by a graduate whose highest degree is Doctor of Jurisprudence.)

By way of general information, 40% of the men and 44% of the women wrote comments. Complimentary statements or commendations were made with specific reference to the person by name. Negative comments or criticism was always done by referring to the anonymous person's role: counselor or teacher.

The majority of respondents did not choose to make personal comments; that is significant all by itself!

EPILOGUE

How much is any of the foregoing information believable? Chances are that the educational and occupational accomplishments are quite believable. Other studies of this type have traced respondents' answers to the records of colleges and employers. The comparison upheld the truth of the answers.

There are great differences in the four-year grade point average distributions between the 1964 graduation class and more recent classes. Will G.P.A. hold its power in reference to subsequent accomplishment, as demonstrated with the 1964 class? The question will be answerable in time. Preliminary evidence from study of college attendance and G.P.A. in 1972 and 1973 classes suggest it will hold.

In all studies attemping to link human accomplishment with quantifiable personal characteristics, it is appropriate to recall a story Curt Gowdy, CBS TV Sports Commentator, retold about a conversation he had with a manager of a baseball team which had just won a world championship. Gowdy asked the manager whether he attributed his team's success to his players' greater natural athletic ability? The manager shook his head no. Some of his players did have exceptional athletic ability and held down their playing positions because of it, but most of his players were not "natural" athletes. This later group had achieved major league status by overcoming their athletic limitations by sheer desire to be a major league player. It is the contention of this researcher that similar achievement phenomena are demonstrated in this study where individuals overcame their "natural" limitations and excelled.

Finally, it seems that the affairs of Man, as we know them, are all short-lived phenomena subject to discontinuous and uncertain influences and conditions. Events and subsequent conditions in Nature and the Universe, we are told by scientists, are worked on an infinite time continuum. Laws of Nature may act imperfectly too. Change can be wrought slowly and incompletely; yet, over vast segments of time have the effect of perfection. Laws are appropriate to the description of Nature, but not Man.

APPENDIX A

It is not part of our plan or intention to do follow-up studies of graduating classes in serial order; i.e., 1972, 1973, 1974, 1975, etc. It is our determination to study classes at various lengths of removal from high school. Our hope is to learn what we can about the chronology of events following the high school years. In this process, it has been learned, as shown below, that graduation classes themselves differ markedly in characteristics.

1. Graduation Classes By Sex

	Females		Males		Total Persons
Class	N	(%)	N	(%)	N
1964	369	(53.3)	323	(46.7)	692
1969	555	(52.3)	507	(47.7)	1,062
1971	531	(48.0)	576	(52.0)	1,107
1973	616	(52.6)	554	(47.4)	1,170
1975	640	(54.5)	534	(45.5)	1,174

Without additional information, attempts to explicate the parameters above are tentative at best. Perhaps more young women are avoiding early marriage. It is difficult to say.

2. Ethnic/Racial Composition

a. By District Graduation Class

Group	1964	1969	1971 (Estimated)*	1973*	1975 (Estimated)*	
American Asian	20 (2.9)	75 (7)	52 (4.7)	37 (3.2)	65 (5.5)	N %
American Indian	-	-	6 (0.5)	4 (0.3)	12 (1.0)	
Black	4 (0.6)	6 (0.6)	20 (1.8)	14 (1.2)	20 (1.7)	
Filipino	29 (4.2)	Not Coded	Not Coded	Not Coded	Not Coded	
Spanish Surname	75 (10.8)	198 (19)	218 (19.7)	267 (22.8)	242 (20.6)	
All Others	564 (81.5)	783 (74)	811 (73.3)	848 (72.5)	837 (71.3)	

* Estimated from 12th grade federal ethnic/racial census conducted each fall semester.

b. By District Population Grades 7 Through 12

SCHOOL YEAR
(in %)

Groups	1968-69	1970-71	1972-73	1974-75
Minority	(29.0)	(29.6)	(31.8)	(35.6)
Majority	(71.0)	(70.4)	(68.2)	(64.4)

The rate of change in ethnic/racial composition, as expressed in a minority/majority model, if other things remain equal, should be expected to produce about a 50-50 distribution in six to seven years. This projection is predicated upon a 4^{+}% biennial gain over the next few two-year time periods.

Comparison of numbers and proportion of Spanish-surnamed graduates between 1964 and 1975 cannot be made because inclusion of the Filipino ethnic group may have occurred. If it has not, then the number of Spanish-surnamed graduates has increased between the two periods by 323%. Their proportion of the graduating class has about doubled.

3. Graduation Classes Four-Year Grade Point Average

a. By Sex

	FEMALES					MALES			
	Class of 1964	Class of 1969	Class of 1972	Class of 1973		Class of 1964	Class of 1969	Class of 1972	Class of 1973
0.01-1.99	106	131	54	59	N	119	167	118	101
	(28.7)	(24)	(10)	(10)	%	(36.8)	(33)	(21)	(18)
2.00-2.99	210	313	343	366		175	276	324	337
	(56.9)	(56)	(61)	(60)		(54.2)	(54)	(56)	(61)
3.00-4.00	53	111	147	190		29	64	112	115
	(14.4)	(20)	(26)	(30)		(9.0)	(13)	(19)	(21)

b. By Sex, By High School, and By Graduation Class

F E M A L E S

	ALISAL HIGH SCHOOL			NORTH SALINAS HIGH			SALINAS HIGH SCHOOL			
	1964	1969	1973	1964	1969	1973	1964	1969	1973	
0.01-1.99	-	48	19	55	55	13	51	28	27	N
		(23)	(10)	(32.2)	(31)	(6)	(25.8)	(17)	(13)	%
2.00-2.99	-	116	121	91	92	120	119	105	125	
		(57)	(61)	(53.2)	(51)	(59)	(60.1)	(61)	(58)	
3.00-4.00	-	41	58	25	32	69	28	38	63	
		(20)	(29)	(14.6)	(18)	(35)	(14.1)	(22)	(29)	

b. By Sex, By High School, and By Graduation Class

M A L E S

	ALISAL HIGH SCHOOL			NORTH SALINAS HIGH			SALINAS HIGH SCHOOL			
	1964	1969	1973	1964	1969	1973	1964	1969	1973	
0.01-1.99	-	63 (34)	35 (17)	58 (39.2)	68 (44)	32 (20)	61 (34.9)	36 (22)	34 (18)	N %
2.00-2.99	-	106 (57)	122 (60)	79 (53.4)	68 (44)	97 (60)	96 (54.9)	102 (61)	118 (62)	
3.00-4.00	-	16 (9)	45 (22)	11 (7.4)	20 (12)	32 (20)	18 (10.2)	28 (17)	38 (20)	

A disinterested observer would notice in the two preceding tables that the proportions in the upper and lower G.P.A. groups had shifted gradually, but steadily, in the direction of higher averages, while the proportion of middle G.P.A.'s remained fairly steady. The G.P.A. statistic itself is an average of grade points earned over a four-year period and, as such, it is not changed easily. A profound change has taken place in the basis of determining classroom grades. All schools have experienced the change and about in the same degree. In seeking causes or explanations for these changes, the phrase "reasons for" might be found unequal to the task. If described in environmental terms, a change such as this would have the strength of a psychological revolution! (In a telephone conversation with Dr. James Crandall, State Department of Education, the G.P.A. shift phenomena was discussed. It is his impression that the change has taken place statewide.) To conclude, the evidence of profound change is clear, what has and continues to precipitate it is unclear.

4. High School Program of Graduation Classes

(Admittedly weak as a classification device, because of the difficulty of defining programs so that substantial overlap does not occur, high school program does provide a modest base for comparison of classes.)

	1964	1969	1973	
College Preparatory	226	289	307	N
	(32.7)	(27)	(26)	%
General Program	202	344	605	
	(29.2)	(32)	(52)	
Vocational Preparatory	264	429	258	
	(38.2)	(41)	(22)	

Part of the change in emphasis between the General and Vocational programs is due to a change in definition of vocational preparedness. Previously, a vocationally-prepared student was a person who had completed a coherent sequence of courses; e.g., Typing 1, 2, 3, 4; Secretaring Training 1 and 2; and often Office Machines and Office Practice. Now, a person might be defined as prepared with three or four courses and an entry-level skill in one occupation. The graduating classes were classified according to the former or older definition. It follows then that about 2 out of every 5 General Program students in the 1973 class and some of the College Preparatory 1973 class are also vocationally prepared by the later definition. Thus resulting in an amended proportion of over 50% of the class posing vocational preparation in some degree or another.

APPENDIX B

S A L I N A S
UNION HIGH SCHOOL DISTRICT

serving "California's Newest Metropolitan Area"

Administration Offices
431 West Alisal Street
Salinas, California 93901
Phone (408) 422-4705

ROBERT P. BINNS
Superintendent

LAWRENCE M. LaKANDER
Assistant Superintendent
Instructional Services

S. K. KING
Assistant Superintendent
Business Services

THOMAS L. HODGES
Acting Director
Personnel Services

March, 1975

TO: Graduates of the Salinas Union High School District Class of 1964

As part of an effort to improve and update the educational program of the Salinas Union High School District, a series of follow-up studies of our graduates was begun in 1970.

The major goal of the first few studies was to find out where the graduates were and what they had been doing during the first year or two following graduation. This goal has been fairly well achieved. Our findings are:

1. About 61% of a graduating class attend college the first year
    a. Three-fourths of these students attend Hartnell
    b. One-fourth attend four-year colleges
    c. About 55% of the college students also work part time
2. About 26% of the class works full time

    Between 80 and 90% of this group works in the Salinas area
3. About 5% enter the Armed Forces
4. About 2% are housewives
5. About 7%'s activity was unreported

During this last year, the 1973 and 1969 classes were studied. It was learned from the 1969 graduates that:

1. 52% had not completed any additional educational program since graduation from high school
2. About 25% of the class had earned a two-year college degree or certificate
3. 15% of the class had completed a four-year college degree
4. 7% had completed a program at a technical, trade, or private business school
5. 25% of the class were still in school full time (17%) and part time (8%)
6. 65% of the class were working
   a. Four-fifths were working full time
   b. 45% of the 1969 class had graduated with a business or vocational preparatory program

      Three-fourths of these students are still working in Salinas!
7. 12% were housewives
8. 5% were in the Armed Forces

The study of the class of 1969 has left many questions unanswered. Nearly five years after graduation and 25% of that class were still taking college classes! It appears that many persons continue working toward certificates, degrees, etc. bit by bit. Most of the jobs available to recent high school graduates are entry-level type. However, many of the employed in the 1969 class had advanced themselves into semi and skilled jobs. There are also important differences in the business or industry in which the jobs are located. Recent graduates are usually employed in the wholesale/retail trade industry. By the time five years have passed, the number employed in that industry is no more important than several others. Therefore, the reason for studying your class is to discover what changes an additional five years' experience brings.

A sampling method has been used for the follow-up studies since the survey of the class of 1972. In this method, questionnaires are sent to about one out of every four graduates.

As a result of the selection of class representatives, the return of each questionnaire is even more important than usual. Please complete your questionnaire and mail it in the pre-paid envelope at your earliest convenience.

Frederick M. Greaves
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Research Assistant

FMG:mo

Enclosures

GRADUATE FOLLOW-UP QUESTIONNAIRE
(class of 1964)

1. What are you doing at the present time?
(Please make a mark inside as many ( ) as apply.)

☐ Working, full time
☐ Working, part time
☐ Not working, looking for a job
☐ Working, but looking for a better job
☐ In school/college, full time
☐ In school/college, part time
☐ In Armed Forces
☐ Homemaker

☐ Other (please describe)____

____

2. If you are working --

a. In what kind of business or industry? (For example, shoe store, bank, restaurant, et cetera)

(please write in)____

b. What kind of job do you have in this business? (For example, salesperson, teller, waitress, et cetera)

(please write in)____

c. Please rank in importance the influence each of the items below had in helping you get and keep your present job:

1 = most important
2 = second most important
3 = third most important
0 = no influence

Formal educational training (including apprenticeships) ________
Prior on-the-job training ________
Previous job (s) that were related to the type of work ________

d. If formal educational training was involved, where did you receive it? (Please check as many as apply.)

( ) High school course(s)
( ) Vocational, trade, business or other career training school
( ) Junior or Community College
( ) Four-year College
( ) Military Service
( ) Other (please describe) ____________________

e. How many miles from Salinas is your place of employment? (please check)

( ) 0 to 10 miles
( ) 11 to 25 miles
( ) 26 to 60 miles
( ) 61 to 120 miles
( ) 121 to 199 miles
( ) 200 to 500 miles
( ) over 500 miles

3. What type of school/college(s) have you attended (including the present) since graduation from high school? (please check)

a.

( ) None
( ) Vocational, trade, business, or other career training school.
( ) Community or Junior College
( ) Four-year College or University
( ) Other (please describe) ____________________

____

b. Please name the school/college(s), if applicable

____

____

4. How much formal education have you completed since graduation from high school? (please check)

a.

( ) None
( ) Less than one to one year
( ) More than one to two years
( ) More than two to three years
( ) More than three to four years
( ) More than four to five years
( ) More than five to six years
( ) More than six years

b. If you have completed a program(s) that resulted in a certificate, credential, diploma, license, or degree(s), et cetera, please write in its (their) name(s):

____

____

____

5. In your opinion, how helpful was high school to you in learning or improving the skills used in the following everyday-living activities?

Not Helpful	Somewhat Helpful	Very Helpful	
( )	( )	( )	Reading for instruction and pleasure
( )	( )	( )	Writing letters, reports, or notes accurately
( )	( )	( )	Working numerical problems and managing finances
( )	( )	( )	Speaking before groups of people
( )	( )	( )	Preparing for marriage and family life
( )	( )	( )	Getting and maintaining a job
( )	( )	( )	Using proper spoken English
( )	( )	( )	Thinking out problems, issues, and forming opinions

6. Concerning the public high schools in your community, please indicate on the list below the five biggest problems with which those schools must deal. (1, 2, 3, 4, and 5 indicate the first through fifth most important.)

________ lack of proper financial support
________ use of drugs
________ difficulty of getting "good" teachers
________ overcrowded classes and schools
________ lack of student discipline
________ integration problems (ethnic and racial imbalance)
________ lack of parent and community interest in education
________ school board policies
________ inadequate number and kinds of classes
________ lack of proper equipment and facilities
________ lack of student interest
________ poor public relations on the part of the schools
________ other (please write in)______________________________

____

____

7. Please feel free to write comments in the space below